St Peter's

Church of England (Aided) Junior School

Learning and Living Life in all its Fullness

John 10:10 – 'I have come that they may have life and have it to the full'.
Inspired by John 10:10, we strive for all members of our community to learn and live
'Life in all its Fullness'.

We are aware and preparing for the changes in line with the new DfE statutory expectations

Relationships and Health Education Policy

Our school motto is 'Learn to Live' - it is our aim that we develop the whole child and prepare the children in our care for life in an ever-changing world.

Introduction

The Relationships Education and Health Education (England) Regulations 2019, make Relationships education compulsory for all pupils receiving a primary education. They also make Health Education compulsory in all schools except independent schools. For the purpose of this policy, 'relationships education' is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

For the purpose of this policy, 'health education' is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Development of this Policy

This policy has been developed by seeking and working in partnership with local religious and community groups, ensuring representation of the protected characteristics of the Equality Act 2000.

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education and health education (RHE).

'Everyone will be treated with dignity as all people are made in the image of God and loved equally by God.

All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

Intent:

At St. Peter's Junior School, we aspire to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy and promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

Date ratified: 5 October 2023 annotated Autumn 2025
Review date: Autumn 2025

This will enable our children to put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

Implementation:

Knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

The lead teacher will need to work closely with colleagues in related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement, and do not duplicate, content covered in national curriculum subjects such as science, computing and PE.

Relationships Education:

The focus will be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to;

- Families and people who care about me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

The table below shows the content laid out in the DfE guidance:

Families and people who care for me	Pupils should know • That families are important for children growing up because they can give love, security and stability. • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	Pupils should know • How important friendships are in making us feel happy and secure, and how people choose and make friends.

	• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	Pupils should know • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • What a stereotype is, and how stereotypes can be unfair, negative or destructive. • The importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	Pupils should know • That people sometimes behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online.
Being safe	Pupils should know • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

Date ratified: 5 October 2023 annotated Autumn 2025
Review date: Autumn 2025

	• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources

Health Education:

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, how to seek support as early as possible from appropriate resources.

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

The table below shows the content laid out in the DfE guidance:

Mental wellbeing	Pupils should know • That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should

	speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	Pupils should know • That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.
Physical health and fitness	Pupils should know • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	Pupils should know • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	Pupils should know • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	Pupils should know • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

	• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination.
Basic first aid	Pupils should know: • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	Pupils should know: • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.

Teaching and Learning:

St. Peter's follows the JIGSAW PSHE programme and a curriculum overview can be found on the school website.

Pupils will be mainly taught within their class groups. Single gender lessons will be used as deemed appropriate by the school e.g. about the changing body. It is important to note that although separated groups may have different activities, the messages and information they receive will be consistent. It is important that children learn about all changes not just their own.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

In addition teachers will:

- Deliver a high quality and age-appropriate relationships and health curriculum in line with school and statutory requirements.
- Use a variety of teaching methods and resources to provide engaging lessons that meet the needs of all pupils.
- Ensure they do not express personal views or beliefs when delivering the content.
- Model positive attitudes to relationships and health education.
- Respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.

Questions:

Date ratified: 5 October 2023 annotated Autumn 2025
Review date: Autumn 2025

The school creates a safe environment where all staff and children are respected and free to express their beliefs and opinions without fear of discrimination. The school understands its responsibilities in relation to the Equality Act 2010, specifically, that it must not unlawfully discriminate against:

- Women/girls and men/boys
- People of different races
- Disabled people
- People of different religions or beliefs or with no religion or belief
- People of different ages
- Lesbian, gay and bisexual and straight people
- People who have changed their sex

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

The curriculum will be taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include a mum and a dad, blended families (step/half siblings) single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

We will encourage children to be respectful of the differences between boys and girls, but we will also be careful of assuming that boys and girls have distinct characteristics which can lead to negative stereotyping. For example, we will discourage negative characterisation of gender such as "boys don't cry", or "girls shouldn't play football" and dispel any manifestations of discrimination from an early age. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behaviour Policy, which sets out our expectations of pupils.

<u>Inclusion</u>

We ensure that all children, no matter their ability or background, can access the RSHE curriculum. We use a variety of strategies to ensure inclusion for all pupils. Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all pupil groups, including:

•More able pupils
•Pupils with low prior attainment
•Pupils from disadvantaged backgrounds

Date ratified: 5 October 2023 annotated Autumn 2025
Review date: Autumn 2025

•Pupils with SEND
•Pupils with English as an additional language (EAL)

Roles and Responsibilities:

This policy will be reviewed by the RHE lead within school, Head Teacher and governors. This policy will be reviewed every 2 years to ensure it continues to meet the needs of pupils, staff and parents as well as ensuring it is in line with current DfE advice and guidance.

The governing board is responsible for approving this policy.

Date ratified: 5 October 2023 annotated Autumn 2025
Review date: Autumn 2025

Appendix: Relationships and Health Education - Curriculum overview

	Autumn	Spring	Summer
Year 3	**Being Me In My World Puzzle** Getting to Know Each Other Our Nightmare School Our Dream School Rewards and Consequences Our Learning Charter Owning our Learning Charter **Celebrating Difference** Families Family conflict Witness and feelings Witness and solutions Words that harm Celebrating difference: compliments	**Dreams & Goals** Dreams and Goals My Dreams and Ambitions Our New Challenge - Overcoming Obstacles Celebrating My Learning **Healthy Me** Being Fit and Healthy What Do I Know About Drugs? Being Safe - Keeping safe Safe or Unsafe My Amazing Body	**Relationships** Family Roles and Responsibilities Friendship Keeping Myself Safe Online Being a Global Citizen Celebrating My Web of Relationships **Changing Me** How Babies Grow Babies Outside Body Changes Inside Body Changes Family Stereotypes Looking Ahead
Year 4	**Being Me in My World Puzzle** Becoming a Class 'Team' Being a School Citizen Rights, Responsibilities and Democracy Rewards and Consequences Our Learning Charter Owning our Learning Charter **Celebrating Difference** Judging by Appearances Understanding influences Understanding Bullying Problem-solving	**Dreams & Goals** Hopes and Dreams Broken Dreams Overcoming Disappointment Creating New Dreams Achieving Goals We Did It! **Healthy Me** My Friends and Me Group Dynamics Smoking Alcohol	**Relationships** Jealousy Love and Loss Memories Getting on and Falling Out Girlfriends and Boyfriends Celebrating My Relationships with People and Animals **Changing Me** Unique Me Having a Baby Girls and Puberty

Date ratified: 5 October 2023 annotated Autumn 2025
Review date: Autumn 2025

	Special Me Celebrating Difference: how we look	Healthy Friendships Celebrating My Inner Strength and Assertiveness	Circles of Change Accepting Change Looking Ahead
Year 5	**Being Me in My World Puzzle** My Year Ahead Being a Citizen of My Country Year 5 Responsibilities Rewards and Consequences Our Learning Charter Owning our Learning Charter **Celebrating Difference** Different cultures Racism Rumours and Name-calling Types of Bullying Does Money Matter? Celebrating Difference across the world	**Dreams & Goals** When I Grow Up (My Dream Lifestyle) Investigate Jobs and Careers My Dream Job. Why I want it and the steps to get there Dreams and Goals of Young People in Other Cultures How Can We Support Each Other? Rallying Support **Healthy Me** Smoking Alcohol Emergency Aid Body Image My Relationship with Food Healthy Me	**Relationships** Recognising Me Safety with Online Communities Being in an Online Community Online Gaming My Relationship with Technology: screen time Relationships and Technology **Changing Me** Self and Body Image Puberty for Girls Puberty for boys Conception Looking Ahead
Year 6	**Being Me In My World Puzzle** My Year Ahead Being a Global Citizen The Learning Charter Our Learning Charter Owning our Learning Charter **Celebrating Difference** Am I Normal? Understanding Difference Power Struggles Why Bully?	**Dreams & Goals** Personal Learning Goals Steps to Success My Dream for the World Helping to Make a Difference Recognising Our Achievements **Healthy Me** Taking responsibility for my health and well-being Drugs Exploitation Gangs Emotional and Mental Health	**Relationships** What is Mental Health? My Mental Health Love and Loss Power and Control Being Online: Real or Fake? Safe or Unsafe? Using Technology Responsibly **Changing Me** My Self Image Puberty Babies: Conception to Birth Boyfriends and Girlfriends

| | Celebrating Difference
Celebrating Difference | Managing Stress and Pressure | Real self and ideal self
The Year Ahead |